

## Teacher's Guide

This guide includes:

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- Activities for Students
- Reproducible Materials

## Standards

This guide correlates with the following National Health Education Standards:

Students will:

- Comprehend concepts related to health promotion and disease prevention to enhance health.
- Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Demonstrate the ability to access valid information and products and services to enhance health.
- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Demonstrate the ability to use decision-making skills to enhance health.
- Demonstrate the ability to use goal-setting skills to enhance health.
- Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Demonstrate the ability to advocate for personal, family, and community health.

Your state's school health policies:  
[nasbe.org/HealthySchools/States/State\\_Policy.asp](http://nasbe.org/HealthySchools/States/State_Policy.asp)



## PreK to Grade 2 • Personal Health Series

# Conflict Resolution

With so many different people and so many different opinions and ideas, disagreements (or conflicts) sometimes happen. When they do, it's important to know how to resolve the problems and move on. The following discussion questions and activities will help your students understand and practice healthy ways of resolving conflicts.

## Related KidsHealth Links

### Articles for Kids:

#### Talking About Your Feelings

[KidsHealth.org/kid/feeling/thought/talk\\_feelings.html](http://KidsHealth.org/kid/feeling/thought/talk_feelings.html)

#### Getting Along With Teachers

[KidsHealth.org/kid/feeling/school/getting\\_along\\_teachers.html](http://KidsHealth.org/kid/feeling/school/getting_along_teachers.html)

#### Getting Along With Brothers and Sisters

[KidsHealth.org/kid/feeling/home\\_family/sibling\\_rivalry.html](http://KidsHealth.org/kid/feeling/home_family/sibling_rivalry.html)

#### Saying You're Sorry

[KidsHealth.org/kid/feeling/home\\_family/sorry.html](http://KidsHealth.org/kid/feeling/home_family/sorry.html)

#### Dealing With Anger

[KidsHealth.org/kid/feeling/emotion/anger.html](http://KidsHealth.org/kid/feeling/emotion/anger.html)

#### Train Your Temper

[KidsHealth.org/kid/feeling/emotion/temper.html](http://KidsHealth.org/kid/feeling/emotion/temper.html)

#### Dealing With Bullies

[KidsHealth.org/kid/feeling/emotion/bullies.html](http://KidsHealth.org/kid/feeling/emotion/bullies.html)

#### How to Be a Good Sport

[KidsHealth.org/kid/feeling/emotion/good\\_sport.html](http://KidsHealth.org/kid/feeling/emotion/good_sport.html)

## Discussion Questions

*Note: The following questions are written in language appropriate for sharing with your students.*

1. What happens when you feel angry? What can you do to calm down?
2. Have you ever been in a fight with a friend (or with a brother or sister)? What did you say or do? How did you make up?
3. Have you ever been teased? What happened? How did it make you feel? What can you do if someone teases you or teases one of your friends?



## Activities for Students

*Note: The following activities are written in language appropriate for sharing with your students.*

### What Might Happen Next?

#### Objectives:

Students will:

- Identify potential problems or conflicts in everyday events
- Explain how different reactions can make a problem better or worse
- Describe the decision-making process for resolving (rather than escalating) a problem

#### Materials:

- Chart paper
- Art supplies (colored pencils, markers, crayons)
- What Might Happen Next? handout (available at: [KidsHealth.org/classroom/prekto2/personal/growing/conflict\\_resolution\\_handout1.pdf](http://KidsHealth.org/classroom/prekto2/personal/growing/conflict_resolution_handout1.pdf))

#### Class Time:

40 minutes

#### Activity:

We should always try to get along with other people. Sometimes that means recognizing when there could be a problem and then doing or saying things to avoid the problem. Other times, a fight may happen, and then you need to figure out what to do to make things better. This can be harder than it sounds — and it definitely takes practice.

Think about these different scenarios. Could there be a problem? What could you do or say that would lead to a fight? What could you do or say that would not start a fight? How could you calm things down?

- I'm reading, and you're talking to a friend. I ask you to please be quiet. What might happen next?
- I bump into you by accident. What might happen next?
- I can't say a word in the story, but you think you know the word. What might happen next?

Take a look at the What Might Happen Next? handout. Think about what might happen next in the story. What could go wrong? What could go right? Could there be a problem? Draw your own middle and end to the story. Be sure to include what the characters are saying. (It's OK to show a problem or fight. Sometimes that happens. But then think about what could happen next to make things better.) Come together as a class and listen to the different endings to this story. Was there a problem? How was it solved?



## Team Work, Art Work

### Objectives:

Students will:

- Work cooperatively and collaboratively in small groups
- Reflect on the group decision-making process and whether compromises averted conflicts

### Materials:

- Chart paper (for class list of decisions/questions)
- Large piece of butcher paper or mural paper
- Art supplies (crayons, markers, paint, collage materials)

### Class Time:

1 hour

### Activity:

You will be working with three other students. Your group has been asked to create a mural to decorate the classroom. What kinds of decisions will your group need to make before you even pick up a paintbrush? As a group, make a list of these decisions: What will your mural show? Will you use paint or markers or crayons? Will it be a collage? How will the four of you work on the mural at the same time? Then, create your mural. When every group is finished, put the murals up around the classroom. Describe the decisions your group made. Were there any problems while you worked on the mural? If so, how did you fix them? Did planning how the group would work together before you started help?

### Extensions:

1. You need a piece of paper and crayons or markers. You and a partner are going to create a picture without talking. When your teacher calls time (after 4 or 5 minutes), look at the picture you and your partner drew. What surprised you? What did you like about your partner's work? How did you work together? How did you communicate with each other?
2. Read Dr. Seuss's *The Sneetches and Other Stories*. How do the Sneetches treat each other? What problems do they have? Why do the problems get worse? How could they have acted differently?

## Reproducible Materials

**Handout: What Might Happen Next?**

[KidsHealth.org/classroom/prekto2/personal/growing/conflict\\_resolution\\_handout1.pdf](http://KidsHealth.org/classroom/prekto2/personal/growing/conflict_resolution_handout1.pdf)



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## What Might Happen Next?

Instructions: Think about what might happen next in the story. What could go wrong? What could go right? Could there be a problem? Draw your own middle and end to the story. Be sure to include what the characters are saying. (It's OK to show a problem or fight. Sometimes that happens. But then think about what could happen next to make things better.) Come together as a class and listen to the different endings to this story. Was there a problem? How was it solved?

